



Call for papers

Digital tools and well-being: Challenges for postsecondary learning and teaching ?

Editors

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Context

In the last two decades, we have witnessed a growing interest in well-being in various fields, including postsecondary teaching and learning, with the introduction of initiatives to support the well-being of learners and teachers and an expansion of the body of research on the subject.

Well-being is a polysemic and multidimensional concept rooted in a particular context (Ryff et al., 2021). For example, Huta (2016, p. 215) groups definitions of well-being into four main sets: life orientations (e.g., wanting to experience pleasure, wanting to develop one's full potential), behaviors (e.g., engaging in new activities), personal experiences (e.g., experiencing positive or negative emotions) and individual functioning (e.g., self-regulating, adapting to one's life situation).

As far as learning is concerned, research shows that well-being has a positive impact on academic performance and educational success, which helps "everyone reach their full potential" (Tsakpinoglou and Véronneau, 2022, p. 898). For example, Yu, Shek and Zhu (2018) show that well-being is a predictor of academic success and that engagement can mediate the long-term relationship between well-being and success. For some researchers, teachers' pedagogical well-being—which develops in the complex learning environment involving students, colleagues and all other members of the school community—can also have a positive impact on the academic climate and interpersonal relations (Soini et al., 2010). Therefore, it is essential to understand the optimal conditions that foster not only the achievement of each person's full potential, but also the creation and maintenance of a fulfilling and sustainable educational relationship (Mamprin and Thiam, in press).

University and college pedagogy is increasingly marked by the growing use of digital technologies, raising questions about the place and impact of well-being in this particular learning and teaching context. These questions gained prominence in studies conducted during the COVID-19 pandemic that examined the effects of distance learning on student motivation and engagement (e.g., Chouinard, Roy, Carpentier and Bowen, 2022), as well as the influence of students' psychological well-being on their learning (e.g., Heo et al., 2022). Furthermore, research into the process of digital acceptance in teaching and learning is grounded in the TAM (Technology Acceptance Model) and similar models, which incorporate factors such as perceived control, motivation and emotions (Venkatesh, 2000) that are associated with certain conceptions of well-being. Finally, research in the field of positive technologies for learning (Molinari, Fenouillet and Lavoué, 2021) explores ways of using and designing digital learning environments to promote the learners' well-being and motivation (Molinari, Poellhuber, Heutte, Lavoué, Widmer and Caron, 2016).

Call for papers

This thematic issue will explore issues related to well-being and similar concepts, such as emotions, motivation, engagement or the development of students' full potential, in the context of postsecondary pedagogy supported by digital technologies. The aim of this special issue is to offer some perspectives on the ways that technologies support or otherwise affect various aspects of well-being, from the point of view of both students and teachers. Authors are invited to submit scientific research (3,000 to 6,000 words), pedagogical reflections (3,000 to 6,000 words) and stories about experiences or practices (1,500 to 2,500 words).

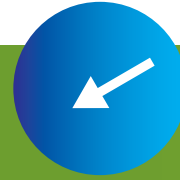
Notice of intent

The notice of intent must contain the following information:

- Name and email address of the lead author (who will be the contact person throughout the development of the thematic issue) and co-authors, if any
- Article category:
 - Scientific research (3,000 to 6,000 words)
 - Pedagogical reflections (3,000 to 6,000 words)
 - Stories about experiences or practices (1,500 to 2,500 words)
- Title
- Abstract: 300 to 350 words (excluding bibliography), providing a clear overview of the expected structure of the full text (main sections and their contents)
- 3 to 5 keywords
- Brief bibliography (3 to 5 representative references)

Please send your notice of intent by email to Gaëlle Molinari no later than **August 15, 2023**: gaelle.molinari@unige.ch.

Timetable



- August 15, 2023: deadline for submitting notice of intent
- September 15, 2023: response from those responsible for the issue (authorization to submit or rejection)
- December 1, 2023: deadline for submission of full article
- December 2023: start of double-blind peer review
- March 2024: Results of peer review sent to authors

Note : Your article must comply with the journal's [editorial and ethics policies](#).
It must also reflect the [manuscript presentation and submission rules](#).



The publication of the issue is planned for summer 2024



Références

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